

The Particularity and Core System Construction of College Students' Innovation and Entrepreneurship Education

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Abstract: In recent years, with the development of students' innovation and entrepreneurship education and the implementation of the policy of promoting students' employment and entrepreneurship by the state, some colleges and universities in China have accelerated the basic construction of students' innovative and entrepreneurial education, accumulated rich experience of various kinds of students' innovation and Entrepreneurship education, and put forward the model and system of new time period. In this paper, there are certain particularity in the entrepreneurship education of College horticultural students. Through the construction and improvement of the core system of innovation and entrepreneurship education of College gardening students, the aim is to cultivate students' innovative consciousness and entrepreneurial ability, and to renew the training mode of traditional professional talents.

1. Introduction

At present, the innovative and entrepreneurial education of college students of horticultural majors is still in its infancy. As the number of graduates in Horticulture continues to rise, the pressure on employment is increasing, and the students' entrepreneurship education has also been widely carried out. However, the theory of innovation and entrepreneurship education is not yet mature, and there is no relatively perfect system of innovation and entrepreneurship education, which will affect the development of horticultural profession and the quality of personnel training. Gardening is one of the most practical specialties of agriculture, and there is a part of particularity. It is an important task for the educator of horticultural specialty to strengthen the ability training of horticultural majors so as to connect the needs of talents with the training of university talents. Based on the ability factors and the ability structure of college students in horticultural specialty, this paper proposes to cultivate the ability training of horticultural majors from the aspects of self-learning and information processing ability training, innovation ability training, training of

interpersonal relationship ability, training of employment and entrepreneurship and training of professional practice ability.

2. Scientific Understanding of Innovative Talents in College Horticulture

2.1. The Basic Connotation of Professional Creative Talents of Gardening

Innovative talents are professionals who have a strong sense of innovation, continuous improvement, and continuous innovation. Innovative talents should have innovative thinking methods, realistic scientific spirit, perseverance and diligence, broad knowledge structure, and the quality of cooperation with others. Because horticultural science is a typical agronomy application discipline, it is a cross-disciplinary major in cross-botany, ecology, and genetics. In recent years, with the development of science and technology, modern horticultural theory has been integrated into modern biotechnology, information technology and other disciplines. Therefore, horticultural professional innovative talents should have two basic characteristics: First, the characteristics of knowledge. Innovative talents are required to have a broad knowledge base and a solid foundation, thus providing conditions for the integration of multidisciplinary knowledge, and laying the foundation for the learning and ability development of different professional knowledge. Among them, multidisciplinary knowledge is not loose and unconnected, but is intertwined and merged to form new knowledge, and becomes the germination point of new thinking methods and comprehensive abilities. This not only helps some problems in this subject and the professional problem. It is easier to make breakthroughs and innovations in multidisciplinary fields. The second is the ability feature. The combination of generous basic knowledge system and multidisciplinary knowledge is conducive to the formation of comprehensive talents, but it is not a simple addition of the capabilities of each discipline, but a mutual integration of each other, forming a comprehensive ability based on multiple abilities, and in practice Play it out. Innovative talents can transcend the original knowledge and ability through the integration of knowledge and ability of different disciplines, use new thinking methods to think about the professional problems encountered, and propose new solutions and methods.

2.2. Horticultural Professional Innovative Talent Training Mode

The training mode of talent refers to the way that colleges and universities design knowledge, ability and quality structure for college students according to the goal and quality standard of talent training and the way to realize this structure. The mode of personnel training is restricted by the economy, politics and culture of the society, and there are different modes of personnel training in different times. For a long time, China's higher education has always used the traditional education mode based on knowledge imparting. This mode has hindered the development of College Students' innovative thinking to a certain extent. The cultivation mode of creative talents for horticultural specialty insists on scientific development, adheres to the professional reform direction for agriculture, rural areas and farmers, and adheres to the basic principles of reform and innovation, outstanding characteristics, strengthening practice, classification guidance and overall promotion, and according to the overall requirement of people-oriented, moral education, ability and overall development. We should give full play to the professional characteristics and discipline advantages, reform the teaching organization and teaching methods, reform the course and the evaluation method of academic evaluation, pay attention to the cultivation of the comprehensive quality, practical ability and innovation ability of the college students, and make the quality education and innovation education run through the whole course of teaching, so that the college students have a strong scientific research. Ability, practical skills and innovative spirit to promote the all-round

development of College Students.

2.3. Significance, gardening Creative Talents

The cultivation of innovative talents is the historical mission and practical task undertaken by colleges and Universities under the new situation. It is the objective demand for the development and progress of the country's social development, but also the need for the development of students' seeking for survival and development in the competition. It is also the knowledge of the college students' knowledge of survival and development in the fierce competition on the market. Taiwan, and the need to achieve its own ideals and values. For the country, the cultivation of innovative talents can not only improve the level of scientific research in China, but also enhance the competitiveness of the country. Therefore, it is the bounden duty of colleges and universities to strive to cultivate innovative talents. For colleges and universities, cultivating innovative talents is the most important part of education. Only by constantly innovating and advancing forward can we get a place in the situation of higher education. For college students, striving to become an innovative talent lays a solid professional foundation for future career development.

3. The Particularity of Innovation and Entrepreneurship Education for College Horticultural Students

College horticultural students have poor learning foundations, habits and self-consciousness, but they have their own advantages in communication, participation in activities, and hard work and innovation. Therefore, to carry out innovation and entrepreneurship education for college horticultural students, we should foster strengths and avoid weaknesses and develop their entrepreneurial skills in a targeted manner.

3.1. Form Diversity

The horticultural professional innovation and entrepreneurship education can be various , mainly including: 1 Modern popular network entrepreneurship and entrant entrepreneurship, low threshold, low cost, flexible mode; 2 part-time and graduate full-time entrepreneurship, can make full use of professional learning accumulation Resources and experience, but high requirements for entrepreneurs in all aspects; 3 entrepreneurship and team entrepreneurship, using the knowledge, resources, capabilities and technical complementarity of team members, to give full play to individual knowledge and experience advantages; 4 In addition, Participation in research projects, short-term and long-term entrepreneurship can also be used.

3.2. Planning Periodicity

The horticultural student entrepreneurship plan and implementation are greatly affected by factors such as seasonality and market demand. When the market demand can provide more entrepreneurial opportunities during the peak season, the school entrepreneurship education or student entrepreneurship plan completes the corresponding basic entrepreneurial skills according to normal professional education. Affecting students even if they practice entrepreneurship, the results are not satisfactory, and they will disrupt normal teaching and learning programs. Conversely, when the market is unable to provide suitable entrepreneurial jobs and opportunities, the time, place and content of entrepreneurship will be limited.

3.3. Environmental Authenticity

The entrepreneurship education of college horticultural students should reflect the authenticity. Students from market research to the writing of business plans, from production technology to after-sales service, from product purchases to team management, including entrepreneurial training, guidance and entrepreneurial courses set up in the school, all procedures are carried out in a real environment. When students enter the actual entrepreneurial environment, they need students to study while working. There is a certain degree of incompatibility. They need to make appropriate adjustments and adapt to the real environment of entrepreneurship as soon as possible.

3.4. Content Effectiveness

In the real entrepreneurial environment, students need to use the knowledge they have learned to conduct production and practical operations. On the one hand, they can actively adapt to the requirements of market demand for students' entrepreneurial quality, and at the same time, they can truly meet the actual needs of students' professional ability improvement, and enhance students' entrepreneurial content. Intuitive and effective, to stimulate their entrepreneurial enthusiasm.

4. The Construction of the Core System of College Horticultural Students' Innovation and Entrepreneurship Education

In order to cultivate talents with innovative spirit, entrepreneurial awareness and strong innovation and entrepreneurship, we should establish a model of innovation, entrepreneurship education and professional education in all aspects, covering the whole process.

4.1. Widely Publicized, Organizing Seminars to Create An Atmosphere of Innovation and Entrepreneurship

During the implementation of undergraduate education and teaching, undergraduate students are organized to participate in various innovative and entrepreneurial activities organized by the college to encourage students to participate in relevant science and technology innovation associations. Students enrolled in the course of special courses in horticulture. The courses are in the form of special lectures and special reports. Relevant teachers and external experts, scholars, government officials and industry professionals are invited to give lectures or reports for students. The contents of the lectures and reports are selected in different stages of the semester, and the undergraduate students are organized to participate in the thesis defense meeting for master students and doctoral students, and the students' innovation and entrepreneurship competitions are held regularly. The opening of these courses and the development of activities can greatly stimulate students' interest and enthusiasm for learning, expand students' ideas and improve the overall quality of personnel training.

4.2. The Implementation of the Lower Grade Tutor System Management Model

Through professional introductory education, innovation and entrepreneurship lectures, forums, employment guidance training, etc., in the second grade, each student is equipped with a professional teacher as a mentor to guide students' study and life, so that students can enter the teacher's laboratory early. Engage in research or innovation and entrepreneurship. The tutor is a form of teaching aid, whose main function is to make up for the lack of classroom teaching, consciously cultivate students' sense of innovation and improve their comprehensive quality.

According to the different types of students, through the selection of different training programs, students' innovation ability and practical ability training will be strengthened, and their comprehensive ability and quality will be cultivated. Students who have the ability to learn can enter the laboratory as early as possible. In the second semester of the second grade or even the first semester, they can participate in the research work of teachers. Cooperate with the tutor management system, so that students can get in touch with the tutor earlier and get training and guidance in innovation and entrepreneurship. Under the premise of the state, autonomous region, and school funding, the college's innovative and entrepreneurial projects will provide matching funds to the colleges and instructors to effectively compensate for the lack of project funding and ensure the high-quality and smooth implementation of each project.

4.3. Strengthen Innovation and Entrepreneurship Training Students, and Actively Carry Out

All kinds of college students' innovation and entrepreneurship activities actively promote college students' innovation and entrepreneurship projects, encourage students to participate in various innovation and entrepreneurship contests, provide opportunities for students with sufficient resources to directly participate in or independently complete research projects, inspire students' awareness of innovation and entrepreneurship, and cultivate students' scientific research quality. Improve students' ability to work. Establish a gardening professional minority student innovation and entrepreneurship fund to strengthen the cultivation of minority talents. Adhere to all professional laboratories open to students, so that students have more opportunities to receive guidance from teachers and graduate students on research skills while implementing the program. Provide more opportunities for students to do hands-on operations, change the previous lab class, the teacher will all the drug reagents, students only need to perform a few simple operations to end the experiment.

4.4. Strengthen Science and Education Integration, School-Enterprise Cooperation and Education

Strengthen the construction of off-campus production practice bases, strengthen the relationship between students and enterprises and related units, and external industry experts with rich experience in production management are practical guidance teachers. Strengthen the management of undergraduate thesis selection, guidance, inspection and other aspects, strengthen the combination of undergraduate design choices and production practice, and combine with the transformation of agricultural products' superior resources, so that graduation thesis and scientific research projects can be combined with industrial development. Combine and improve the ability of undergraduates to analyze and solve problems, so that the undergraduate's graduation thesis level has been greatly improved. Construction of a comprehensive teaching practice base (school-enterprise joint), establishment of a leisure agriculture and sightseeing gardening practice base, factory seedling practice base, plant factory high-tech horticultural technology practice base, flowers, rare vegetables-based specialty crop teaching, production And the research practice base, the internship base mainly undertakes the internship task of professional courses and graduation thesis design.

5. Investigation Experiment

5.1. Survey Object

The main target group of this paper is undergraduate students, while a small number of specialist

students and postgraduate students also participated in the research, this paper adopts field and online and other multiple ways to issue and collect questionnaires, the recovery of a total of 684 valid questionnaires, valid questionnaires total respondents' basic description statistics as shown in Table 1, the sample has a good representation.

Table 1. Basic characteristics of the respondents

Project	Category	Number of people	Percentage %
gender	male	326	47.7
	Female	358	52.3
Education	Specialist	54	7.9
	Undergraduate	571	83.5
	Postgraduate and above	59	8.6
Entrepreneurship experience	Yes	152	22.2
	No	532	77.8
Society cadres	Yes	435	63.6
	No	249	36.4

5.2. Statistics

This article uses SPSS 22.0 software to count and analyze the results of the questionnaire, and conduct a t test. The t-test formula used in this article is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (2)$$

5.3. Understanding of Innovation and Entrepreneurship

The survey of "interest in entrepreneurship" is shown in Figure 1.

When asked about "interest in entrepreneurship", 23.3% of the respondents chose "very interested", 32.6% chose "relatively interested", 37.8% chose "general", and 2.8% chose "not very interested", 3.5% chose "not interested". It can be seen that those surveyed with entrepreneurial intentions accounted for 60%. In further investigation, it was found that men showed greater interest in entrepreneurship than women; junior college students showed greater interest in entrepreneurship than undergraduates, and undergraduates were more interested in entrepreneurship than graduate students.

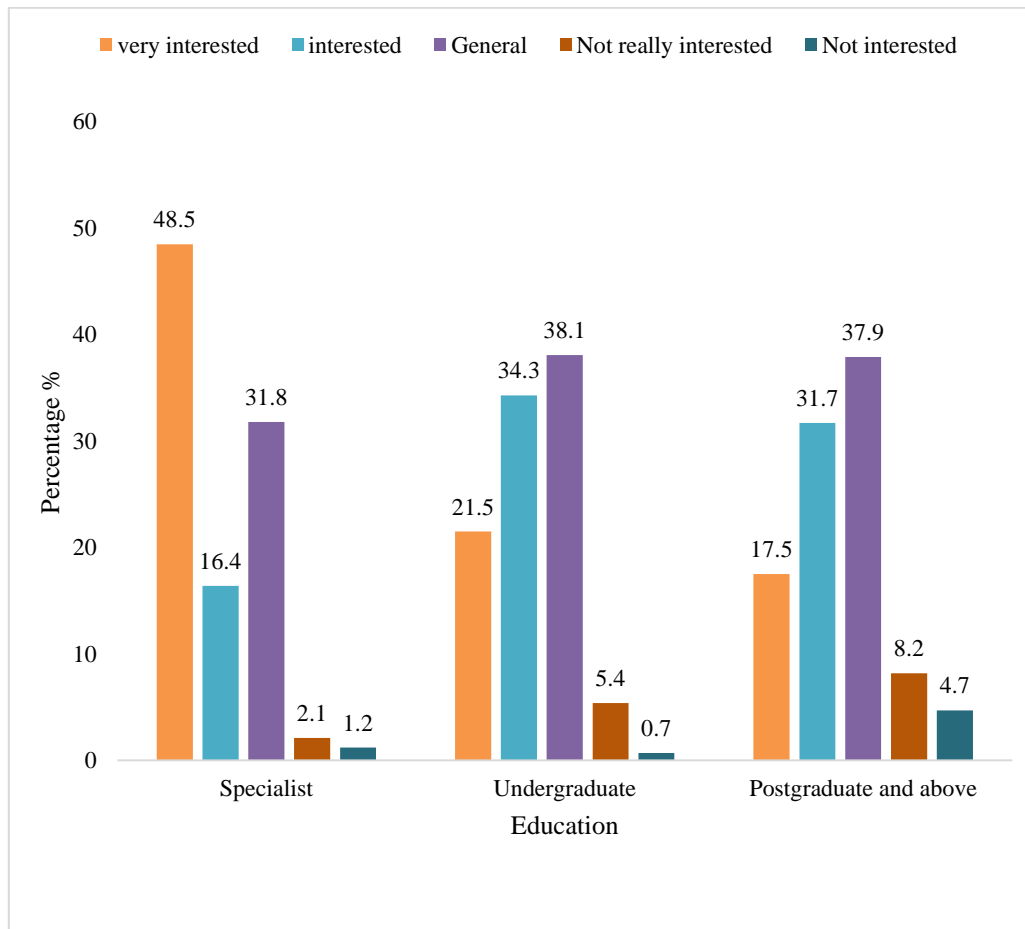


Figure 1. Distribution of interest in entrepreneurship for different educational backgrounds

5.4. Courses of Innovation and Entrepreneurship Education

In the survey on “whether it is necessary to open innovation and entrepreneurship courses in schools”, 42.11% of the respondents chose “very necessary”, 51.43% thought “necessary”, and only 6.45% thought it was unnecessary to set up innovation and entrepreneurship courses in schools. This also shows that the development of innovation and entrepreneurship education in schools has become an irreversible trend, and most students hope to receive education in innovation and entrepreneurship courses.

In the “Innovation and Entrepreneurship Course Evaluation Method” survey, 38.89% of respondents chose “Practical Activities”, 23.12% chose “Thesis”, 19.71% chose “Course Design”, and 18.28% chose “Other”. It shows that the assessment of related courses of innovation and entrepreneurship education has been improved, and the assessment method is no longer limited to the classroom.

The detailed results of the survey on the “content and form included in innovation and entrepreneurship education” are shown in Figure 2.

“Courses related to entrepreneurship practice” ranked first, accounting for 75.6%, followed by “personalized entrepreneurial guidance”, “entrepreneurship simulation analysis”, “entrepreneurs’ personal demonstration”, “entrepreneurial case topic lectures” and so on. It can be seen that practice and courses are still an important part of innovation and entrepreneurship education considered by college students.

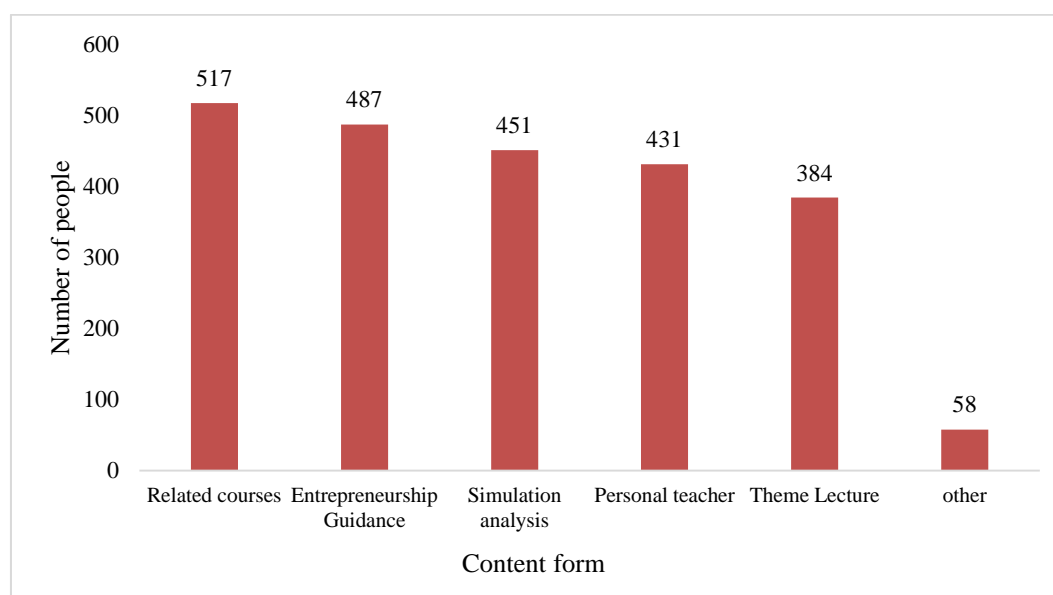


Figure 2. Content format of innovation and entrepreneurship education

6. Conclusion

In twenty-first Century, the goal of horticulture development is to promote the close combination of high technology and wood production, enterprise and market, and accelerate the popularization and application of agricultural high technology. The teaching and personnel training should adhere to the principle of adapting to the marketization, industrialization, internationalization and sustainable development of the horticultural industry, set up and strengthen the education concept of "student based", deepen the teaching reform, and strive to improve the quality of talent training. We should further strengthen and improve the work of students. We should not only be strict with students, but also care, love and guide them. All student work and teaching activities should help improve the quality of students' training.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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